

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
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«SCIENCE AND EDUCATION - 2016»

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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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BLENDED LEARNING IN HIGHER EDUCATION, MOTIVATING MIXED-ABILITY CLASS

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In any one classroom, a teacher can be faced with students who all have their own individual learning pLiterature:, who come from different backgrounds, and who have different priorities and reasons for learning a language. Any group of students can often be of mixed ability with different goals or learning styles. A mixed-ability class or teaching system is defined as one in which students are taught together in the same class, even though their abilities are different. And in this kind of situation blended learning can be the key of the problem.

Blended learning systems combine face-to-face instruction with computer-mediated instruction, so it means the term **blended learning** is generally applied to the practice of using both online and in-person learning experiences when teaching students. In a blended-learning course, for example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. In this case, in-class time may be either replaced or supplemented by online learning experiences, and students would learn about the same topics online as they do in class—i.e., the online and in-person learning experiences would parallel and complement one another. Blended learning, in other words, is almost any combination of technologies, pedagogies and even job tasks. It includes some of the oldest mechanical media (e.g., film) and theories of learning (e.g., behaviourism), as well as the newest. It is therefore not surprising that EPIC Learning, having referenced “blended learning methodologies” earlier, found themselves trying to clarify their own use of the term.

Online learning may be a minor component part of a classroom-based course, or video-recorded lectures, live video and text chats, and other digitally enabled learning activities may be a student’s primary instructional interactions with a teacher. In some cases, students may work independently on online lessons, projects, and assignments at home or elsewhere, only periodically meeting with teachers to review their learning progress, discuss their work, ask questions, or receive assistance with difficult concepts. In other cases, students may spend their entire day in a traditional school building, but they will spend more time working online and independently than they do receiving instruction from a teacher. Again, the potential variations are numerous.



Benefits of blended learning

The most important aim of a blended learning design in mixed-ability classes is to find the most effective and efficient combination of learning modes for the individual learning subjects, contexts, and objectives. The focus is not to choose “the right” or “the best,” “the innovative” as

opposed to “the traditional”; but to create a learning environment that works as a whole. In any blended learning context in which technology supported self-study is central to the blend, learners will require support in three important ways: academic, affective, and technical.

Fully online learning has become well established in higher education, many institutions appear to be struggling with conceptualizing and implementing blended learning. Yet, where blended courses have succeeded, they have most often done so when strategically aligned with an institution’s mission and goals. The development and delivery of blended courses can be used to address a variety of institutional, faculty, and student needs.

- For universities, blended courses can be part of a strategy to compensate for limited classroom space, as well as a way to think differently about encouraging faculty collaboration.
- For faculty, blended courses can be a method to infuse new engagement opportunities into established courses or, for some, provide a transitional opportunity between fully face-to-face and fully online instruction.
- For students, blended courses offer the conveniences of online learning combined with the social and instructional interactions that may not lend themselves to online delivery (e.g., lab sections or proctored assessments).
- Provides a more individualized learning experience
- Provides more personalized learning support
- Supports and encourages independent and collaborative learning
- Increases student engagement in learning
- Accommodates a variety of learning styles
- Provides a place to practice the target language beyond the classroom
- Provides a less stressful practice environment for the target language
- Provides flexible study, anytime or anywhere, to meet learners’ needs
- Helps students develop valuable and necessary twenty-first century learning skills

Past, Present and Future

Blended learning is part of the ongoing convergence of two archetypal learning environments. On the one hand, we have the traditional face-to-face learning environment that has been around for centuries. On the other hand, we have distributed learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction.

In the past, these two archetypal learning environments have remained largely separate because they have used different media/method combinations and have addressed the needs of different audiences.

Past

(largely separate systems)

Present

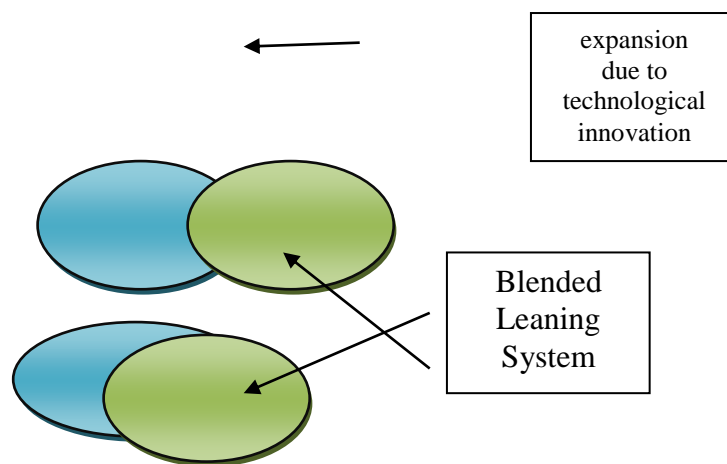
(increasing implementation of blended system)

Future

(majority of Blended systems)

Models of blended learning

There are four types of blended learning: Rotation [This model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation], Flex, A La Carte, and Enriched Virtual.



• *Rotation Model*- a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning.

a) *Station Rotation* – a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.

b) *Lab Rotation*- a course or subject in which students rotate to a computer lab for the online-learning station.

c) *Flipped Classroom*- a course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

d) *Individual Rotation*- a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

• *Flex Model* – a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities.

• *A La Carte Model* – a course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning centre. The teacher of record for the A La Carte course is the online teacher.

• *Enriched Virtual Model* – a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.

Working Collaboratively online

A blended language course should provide students with the tools and the opportunities to interact with their classmates, and it is important that students learn to take full advantage of the online community. There are some hints and tips:

- Teachers should set up activities at the start of the course that help students understand that their classmates are there to help them, just as they are there to help their classmates. For example, a teacher creates a “Getting Help” forum and encourages students to post any questions there. In the early weeks of the course, the teacher may need to encourage students to answer each other's postings, but very quickly students will see the value of sharing knowledge and helping each other in this way.

- Teachers should set up project-type activities that require students to work in small groups to achieve a concrete learning outcome.

Conclusion

Blended learning refers to a mixing of different learning environments. The phrase has many specific meanings based upon the context in which it is used. Blended learning gives learners and teachers a potential environment to learn and teach more effectively, especially in mixed-ability classes.

Even though blended learning is a design construct rather than one proper to students or learners, in any determination of a course as “blended,” the benefits accruing to students should be of principle concern. Organizing and planning for face-to-face contact in mixed-ability classes can be difficult and costly; however, its prevalence as a component in complex communications –

whether they occur in business or in other knowledge-intensive areas– suggests the value of this type of communication for these undertakings. This value should be balanced with a second main student concern, “access” or “flexibility.” Like blended learning itself, achieving a balance between these two elements –as along a continuum extending from maximum flexibility to maximum quality or “value”– is the goal of educational providers.

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MOTHER TONGUE INSTRUCTION FOR QUALITY LEARNING

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One of the biggest problems in the education sector among developing countries is the mismatch between the language that a young learner is familiar with, also known as the mother tongue, and the language that is used as a medium of instruction, also known as the dominant language. Favour for dominant language to be used in education system is based on the belief that certain languages are “more important” and will give competitive advantage later in life.

Among ethnic and linguistic minorities alone, an estimate of 221 million young learners enters school who do not understand the dominant language. In turn, these young learners are forced to make sense of their lessons with a language that is foreign to them. Imagine a child, who uses mother tongue A, is taught math, science, history and others subjects using dominant language B of which the child is not familiar to. Instead of the child focusing on the lesson, the child is consumed first with translating or interpreting the lesson. Those who have the heaviest burden are children who do not have contact with the dominant language outside of the school premises. The end results are low learning outcome, poor education quality and high attrition rate. It has been estimated that 50% of the out-of-school children in the world live in areas where the language used in school is different from the mother tongue. Other negative results would be increased poverty, crime and unemployment.